

Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-2001

PM 610 Crisis Counseling

Tapiwa N. Mucherera

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Mucherera, Tapiwa N., "PM 610 Crisis Counseling" (2001). *Syllabi*. Book 1004.
<http://place.asburyseminary.edu/syllabi/1004>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

PM610: CRISIS COUNSELING
(Parish focused)
ASBURY THEOLOGICAL SEMINARY
SPRING 2001

INSTRUCTOR: Tapiwa N. Mucherera, Ph.D. OFFICE: 4TH FLOOR STANGER HALL
OFFICE HOURS: by appointment OFFICE PHONE: 858-2289
CLASS TIME: Wed 9:30 - 12:20 P.M. CLASS ROOM: SH 404

COURSE DESCRIPTION:

This advanced counseling course is based upon the premise that crises are an essential aspect of any structured understanding of human life and development. The class will cover episodes of crises in people's lives where the stakes are very high for disintegration or for growth. Theoretical orientation to crisis and clinical intervention techniques for various types of crises will be taught and practiced. Theological and faith issues during crisis events will be examined.

COURSE GOALS:

At the completion of this class students will be able to:

1. explain the process of crisis development.
2. understand theological assumptions and biblical foundation that support crisis intervention.
3. articulate appropriate intervention strategies to manage crises at a primary, secondary, and tertiary intervention level.
4. demonstrate crisis intervention counseling skills within role-plays.

REQUIRED COURSE TEXTS:

Cooper Burton Z., Why God Atlanta: John Knox Press, 1988
Adams Marilyn M. Horrendous Evils and the Goodness of God Cornell University Press, 1999
Gilliland, B. E. & James, R. K. (1997). Crisis Intervention Strategies (3rd Ed.). New York: Brooks/Cole.
Janoff-Bulman, R. (1992). Shattered Assumptions: Towards a New Psychology of Trauma. New York, NY: The Free Press.

RECOMMENDED COURSE TEXTS:

Everstine, D.S. & Everstine, L. The Trauma Response. New York: W.W. Norton.1993
Puryear, D.A. Helping People In Crisis. San Francisco, CA: Jossey-Bass.1979
Scott, M.J. & Stradling, S. G. Counseling for Post-Traumatic Stress Disorder. London: Sage.1992.
Soelle Dorothee, Suffering Philadelphia: Fortress Press, 1988.

COURSE REQUIREMENTS:

Attendance:

You are expected to attend all classes and participate in small group activities and discussions. Poor attendance can negatively impact your final grade.

Counseling Practice:

Students will have two venues in which to practice crisis counseling. First, students will work within trios to practice the skills. These practice sessions will happen outside of our class time. During each round, each of the students will have an opportunity to be a client, a counselor, and a couch/observer. By meeting weekly, the trio should be able to complete their practice sessions within 30 minutes. Second, every one will participate in a “crisis counseling” role play in class in your trio. The role play presented in class will be video taped. The week before your role play, you will meet with me to go over your role plays. The role plays will last no longer than 30 minutes. We will debrief and get feed back in class from other peers.

1. THEOLOGICAL INTEGRATION PAPER (30%) Due March 28, 2000

Identify a time in your life when you experienced a period of crisis. If you have been fortunate enough to have NO crisis experience, then you can interview someone who has had a crisis. Synthesize the experience with your understanding from class lectures, Shattered Assumptions, Why God, and your theology of pain. Address these issues in an integration/reflection paper (8 to 10 pages):

From Shattered Assumptions: What assumptions were altered as a result of the crisis? How were they altered? What helped you to rebuilt your assumptions? How were the new assumptions different from the original assumptions?

From Why God: How did you experience God in the midst of this crisis? How did you theologically address the question of “why does God allow me to suffer so?”

From class lectures and Shattered Assumptions: What helped you to move through this time of crisis?

What Scriptures are particularly salient to a discussion of a theology of pain and crisis? Why?

Your paper is to be typed, double spaced. This is your opportunity to reflectively integrate the lectures and reading material to date. Remember that this needs to be more than just personal reflections. Draw heavily on the material from your texts and lectures to demonstrate your grasp of the theoretical/theological material and then provide compelling examples from your experience to document your ability to apply theory/theology to life.

2. Crisis Counseling Practice and Feedback Papers: (20%) **Due next class after your presentation in class.** You will work in trios to refine your crisis-counseling skills during your practice sessions on an established crisis counseling situation. One participant is the client, another the counselor, and the third member is the observer/consultant. Each person should be the counselor one time during rounds. Focus on skills that we have recently covered in class. Following the presentation to the class, the client and the observer provide feedback to the counselor.

This is a one page feedback paper. In the feed paper discuss:

- (a) How the counselor’s skills as a crisis counselor are developing:
- (b) things s/he does well as a crisis counselor:

(c) where s/he needs improvement as a crisis counselor.

3. Research Paper (50%) Due May 9th, 2001

You will sign up for a research paper topic within the first module of class. This information will form the knowledge base for your crisis counseling video role plays. Each person will prepare a research paper that deals with the following items.

A. What are the critical psychological, interpersonal, and social issues that play a role in the person's recovery processes? Remember to consider such things as developmental, gender, and ethnic issues. (6-7 pages).

B. What are the obvious issues that are pertinent to counseling that kind of client? What are the key counseling issues to consider during your first few sessions? (2-3 pages).

C. Identify significant theological issues that you believe will be most salient for this client and tell how your theological perspective addresses these concerns. (3- 4pages).

D. MA Counseling Students: Create a treatment plan for this client. Include long-term goals and corresponding short-term goals. What interventions will you most likely use? (2-3 pages).

M. Div.: Identify the kind of ministerial or pastoral approach you believe is most appropriate for you in your future ministry setting with this kind of person. Create a ministry plan/program to address this issue in your church. (2-3 pages).

E. Include an appendix in which you identify the community-based resources that are available to persons in this kind of crisis. In other words, do not turn in a list of 1-800-numbers or web sites.

I expect you to draw on Horrendous Evils, and Why God, and other theological sources in this final paper for point (C) dealing with your significant theological perspective.

Follow APA Publication Manual for formatting of citations and reference list.

Schedule:

Feb: 7 Orientation to PM610

Feb 7: Lecture - Read Chapter one Crisis Intervention Strategies

Feb 14 Lecture - Read Chapter two Crisis Intervention

Feb 21 Lecture - Read Chapter three Crisis Intervention
Lecture - Read Chapter 13 Crisis Intervention

Feb 28 Basic listening and Attending Skills

March 7 Shattered Assumptions Read Parts One & Two, be prepared to discuss
Shattered Assumptions Read Parts Three and Four & be prepared to discuss

March 14 Why God? Chapters 1-3 Impact of crisis on families and humanity in general

Why God? Chapter 4-5 God, Christ and suffering

March 21 Gilliland PTSD - War Chapter four - *Group Role play & feedback*
(Natural Disasters)
Horrendous Evils Chapter One - Problem of Evil

March 28 Gilliland Suicide Chapter five (5) - *Group Role play & feedback*
Horrendous Evils Chapter Two- Global Goodness and Its limitations

(Theological Integration paper due in class).

April 4 Gilliland Sexual Assault Chapter 6 - *Group Role play and Feedback*
(Of a man) (Of a woman)
Horrendous Evils Chapter 3 Dignity of Human Nature

April 9- 13 Reading Week

April 18 Gilliland Spousal Abuse Chapter 7 -*Group role play and feedback*
Horrendous Evils Chp. 4 (page 70-84)

April 25 Gilliland School Violence Chapter 11 *Group Role play and feedback*
Hostage Chapter 12
Horrendous Evils Chapter 8

May 2 Gilliland Bereavement and Loss -Chp 9 -*Group role play and feedback*
(Adult bereavement) (Job or loss other than through death)
Horrendous Evils Chapter 9

May 9 Gilliland - Bereavement Loss Chapter 9 -*Group Role play and feedback*
(Childhood bereavement)

May 9 Final Period.

Final Research paper due May 15th by 5:00pm at my office, SH 413